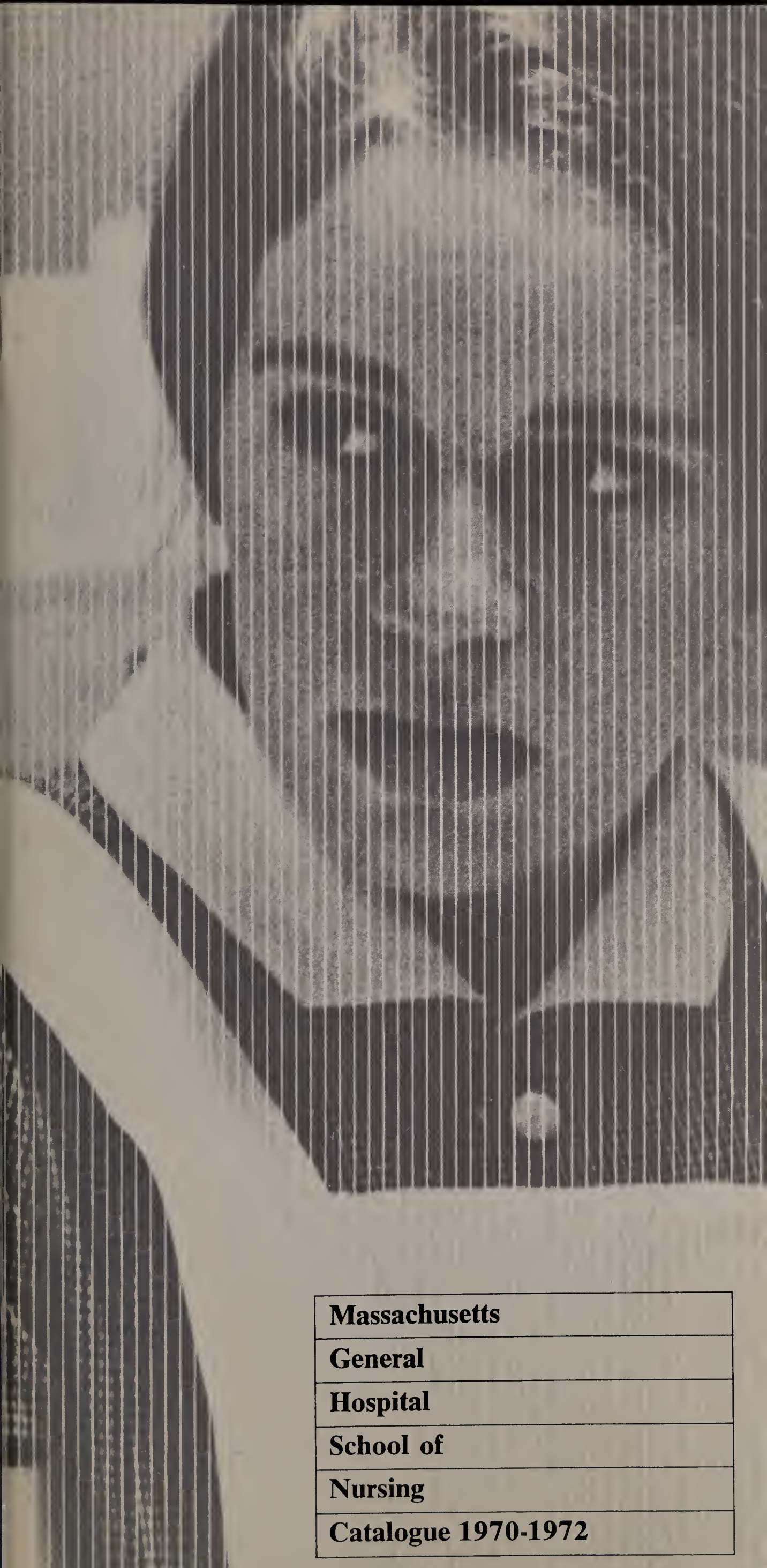

Massachusetts General Hospital School of Nursing

Catalogue 1970-1972

Massachusetts General Hospital
School of Nursing
Boston, Massachusetts 02114

First Quarter	
Registration, Entering Freshmen	*Tuesday, week after Labor Day*
Senior Capping	*Early September*
Holiday	*Columbus Day*
Convocation	*Ether Day Week*
Holiday	*Veterans' Day*
Parents' Day, Juniors	*First and third Saturday, November*
Holiday	*Thanksgiving Weekend*
Evaluation Week, Seniors	*End of First Quarter*
Second Quarter	
Candlelight Service	*Third Wednesday, Dec.*
Holiday	*Christmas Week*
Holiday	*New Year's Week*
Holiday	*Washington's Birthday*
Evaluation Week, Seniors	*End of Second Quarter*
Third Quarter	
Holiday	*Patriot's Day*
Holiday for Seniors	*Memorial Day*
Evaluation Week, Seniors	*End of Third Quarter*
Graduation	*Early June*
Fourth Quarter	
Holiday	*Memorial Day*
Holiday	*Independence Day*
Freshman Quarters begin	*September, December, February, May*
Junior Quarters begin	*September, November, February, May*
Senior Quarters begin	*September, December, March*

Vacations (Tentative Schedule)

Freshmen	*Christmas-New Year*	*2 weeks*
	Summer	*4 weeks*
Juniors	*Dates of vacation periods dependent on clinical rotations*	*5 weeks*
Seniors	*Labor Day Week*	*1 week*
	Christmas Week	*1 week*

Student residences may be closed on certain holidays or during vacation periods.

The Massachusetts General Hospital School of Nursing Catalogue 1970-1972

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Foreword

The choice of a school of nursing today should be made only after careful consideration of the many different educational programs which are now being offered. Courses of study range in length from 15 months, required for practical nursing, to two, three, or four or more years for registered nurses. Nursing education programs include the two-year course leading to the Associate in Nursing degree offered by junior colleges; two- to three-year programs conducted by hospitals which lead to a diploma in nursing; and programs offered by colleges and universities leading to the Bachelor of Science degree which run for four years or more. All entitle the graduate to take the examinations set by the Board of Registration in Nursing to secure his registration as a nurse.

Obviously, no one program is "best." Each applicant must analyze his own goals and resources as carefully as possible before making a choice. An individual whose goal is to learn to give direct care to patients in hospitals and clinics, for example, will probably find the hospital or junior college plan most suitable. On the other hand, someone seeking maximum contact with patients might elect the Hospital school. An individual wishing to begin actual nursing work as rapidly as feasible will obviously want to choose between the junior college and hospital school plans. If a career in Public Health Nursing, or a general education combined with nursing, is sought, then the Baccalaureate degree program is indicated. Clearly, it is to the individual's greatest advantage to select as accurately as possible the program best suited to his goals at the outset. A later change in his program, while always possible, can be expensive in terms of time and, in some cases, duplicated courses since all three programs involve some similarities but differ in approach, content, and requirements.

Nursing schools today expect young men and women to have proven ability for study beyond high school, effective work methods, and the readiness to apply themselves seriously to the challenging but rewarding process of learning the skills which lead to a nursing career. As in other types of education, the expenses of nursing preparation continue to rise. While financial aid is available to qualified students in most schools, it is wise to have reasonable assurance that the costs of tuition, maintenance, and other fees for the entire program can be met by the individual's resources, and it should be kept in mind that in many three-year schools the summer term is not free for paid employment.

A Career in Nursing – The role of today's nurse has expanded dramatically to embrace a wide-range of responsibilities and activities. Nursing in the 70s is human relations, psychology, sociology, and group dynamics as well as anatomy, microbiology, chemistry, pharmacology and surgery. And it follows that preparation for a career in this challenging and rewarding profession is comparably more demanding than ever before.

The varied demands and challenges of a career in nursing are accompanied by unique rewards. Most nurses cite first the satisfaction which comes from mastering and practicing skills which directly help those who are suffering. In this respect, a nurse's personality and ability to relate to people and their emotional needs is frequently as important as his medical knowledge and skills.

Opportunity for advancement, through increased experience and training, also makes nursing an attractive profession. More and more frequently, nurses elect to specialize in a particular area of medical and surgical nursing, often assuming major administrative responsibilities as they coordinate and direct the efforts of other health workers. The growing importance of the nurse's role in the overall medical picture is being reflected in growing salary and other working

benefits, while the profession retains its traditional advantages of geographic mobility.

A particularly significant trend is the increasing number of men who are becoming nurses. Although historically men were the first nurses, for many years nursing has been regarded primarily as a woman's profession. Today, reflecting its broadening opportunities and requirements, the profession appeals strongly to members of both sexes.

Massachusetts General Hospital – The Massachusetts General Hospital, the third-oldest voluntary, nonprofit hospital in the United States, and the oldest in New England, was incorporated in 1811 and admitted its first patient in 1821. Since then, its doors have remained open to the public day and night. Its purposes today likewise remain unchanged: to care for the sick; to educate and train the medical professionals who give the care; and to conduct programs of research into the causes of disease. The MGH professional staff is composed of experts in the different branches of medicine and its laboratories are directed by recognized authorities in their fields. A teaching hospital of the Harvard Medical School, MGH is also affiliated with Massachusetts Eye and Ear Infirmary and the Shriners Hospitals for Crippled Children, Burns Institute, Boston Division. The McLean Hospital, MGH's psychiatric division, is located in nearby Belmont, and Storrow House, an extended care facility, is in Lincoln, Massachusetts. On a given day, the 1,090 hospitalized patients at Massachusetts General are cared for by the 857 active staff physicians, 596 house staff, and clinical and research fellows, and 609 graduate registered and 176 licensed practical nurses.

The School of Nursing

The MGH School of Nursing, established in 1873, is the third-oldest school of nursing in the United States.

Accreditation

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938, the School was surveyed and fully accredited by the National League for Nursing Education. In 1960, 1963 and 1968, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing.

The opportunities offered by a large metropolitan area general hospital with over 1,000 beds assure broad learning experiences for students. The Massachusetts General Hospital and other organizations with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in nursing care for men, women, and children with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics, with a daily average of about 1,000 patients, provide unique opportunities for gaining experience in the care and rehabilitation of ambulatory patients. Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching programs conducted within the Hospital, all services provide maximum educational opportunities.

All students go to the McLean Hospital for clinical experience in psychiatric nursing and to the Boston City Hospital and Boston Hospital for Women, Lying-in Division for clinical experience in maternity nursing under the guidance of

instructors from the home school. The courses in psychiatric and maternity nursing are taught at MGH.

The Massachusetts General Hospital and the affiliated institutions where the students have maternity and psychiatric nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Physical Facilities

Within the Hospital and School residences there are five classrooms and five laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, and three for developing specific nursing skills. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Palmer-Davis Library in the School of Nursing contains more than 6,300 professional volumes, 4,350 general titles, and 118 periodicals. A reading room, composed of professional texts and journals, is located in the freshman residence at 20 Charles Street: students have full access to the Warren Library, the patients' library of 4,000 volumes, and the Hospital's Treadwell Library of 35,000 volumes and 520 periodicals for special projects and papers.

Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the Hospital. Sixty faculty members allow for an instructor/student ratio of one to eight. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than 20 different schools of nursing and more than 20 different colleges and universities in various parts of the country and Canada.

Admissions

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons the Committee on Admissions selects a carefully balanced group of about 130 students whose abilities, interests, and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications. Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgment of the faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply early in their senior year.

The factors considered in evaluating each applicant include:

1. Secondary school record.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. The National League for Nursing Pre-Nursing and Guidance Test.
4. TEAM (Test of Effective Academic Motivation).
5. The recommendation of the principal, counselor or dean of the secondary school or college.
6. Three references from teachers, employers or other qualified persons.
7. Personal essay of the applicant.
8. Health record.
9. Interview.

10. Personal qualifications, such as intellectual and emotional maturity and a discriminating interest in extra-curricular activities.

Application for Admission

Applications should be submitted on the form provided by the School which may be obtained on request. A $10 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Juniors who have fulfilled the entrance requirements may apply at the end of their junior year and may be given an early decision contingent on satisfactory completion of the senior year.

Age, Marital and Citizenship Status

The preferred age for applicants is between 17 and 45 years at the time of entrance, but older applicants are considered. Both single and married men and women who meet the requirements of the School are eligible.

The state of Massachusetts does not require United States citizenship or a declared intention of citizenship for entrance into a school of nursing. Non-citizens are eligible for registration in this state, but may not be eligible in all states.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is required. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject.

Specific subject requirements are:	
English, 4 years	4 units
Mathematics, 3 years *(2 years of Algebra and 1 year of Geometry or the equivalent)*	3 units
Foreign language, 2 years of the same language	2 units
History, or Social Studies, 2 years *(one full year of history, and one half year of Civics or Problems of Democracy may be accepted)*	1½ or 2 units

Science, college preparatory Biology, 1 year	1 unit
College preparatory Chemistry, 1 year	1 unit
Elective	3½ or 3 units
	16 units

Recommended electives include a third year of the same language, physics, a fourth year of mathematics, additional social studies or a second language. Although the minimum requirement is 16 units, the curricula showing strongest preparation are given preference.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics course listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin and a modern language are both acceptable, but a minimum of two years of the same language is required.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the School's passing grade. Preference is given to those applicants who rank in the upper quarter of their class. Choice of curriculum or "track," honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Verbal Scholastic Aptitude
Mathematics Scholastic Aptitude
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by December or January of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable.

The tests are given in November, December, January, March, May and August, and applica-

tion to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing (Code Number 3513) as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School; the College Board requires a fee of $1 for such a report.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey (or P. O. Box 27896, Los Angeles, California for western residents).

National League for Nursing Pre-Nursing and Guidance Test

The Pre-Nursing and Guidance Examination Service of the National League for Nursing was established to assist basic professional schools of nursing in the selection and counseling of applicants to their program. A good selection test, when used in conjunction with other information about the applicant, gives an indication of the prospective student's potential for completing the program and for succeeding in the field for which the program offers preparation.

TEAM

In assessing the qualifications of applicants, we also take account of responses to a personality inventory which measures characteristics found to be related to success at the Massachusetts General Hospital School of Nursing.

Health

A physical examination report on the form provided by the School and subject to approval by the School physician, is required of all applicants. Applicants who live in the vicinity of the School may arrange individually to be examined by the School physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

Interview

A personal interview with the School Counselors is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An alumnae regional representative will interview applicants who live beyond a day's round trip from Boston.

An Open House is held on a Saturday morning each fall and spring. If applications are sufficiently advanced at this time, an interview may be requested for the same day, especially by students who reside at a distance. Tours of the School and Hospital are conducted at these times. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. Juniors and seniors who are considering an education in nursing are cordially invited to attend Open House when a detailed discussion of the nursing education programs at the Massachusetts General Hospital School of Nursing is presented and there is opportunity to meet with faculty and students.

Course Exemption

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses. Grades received in college should indicate the applicant's ability to carry satisfactorily a program of study on the college level. Below "C" level work is considered unsatisfactory.

Transfer credit for college work or study in other schools of nursing will be considered on an individual basis.

Students applying for transfer from other schools of nursing will be evaluated individually, and they must have met the course requirements of this School of Nursing before being considered. Students who have attended college and whose marks are sufficiently high may be allowed course exemption for courses that are substantially

equal to those offered in the program at the Massachusetts General Hospital School of Nursing.

Special Consideration

Men and women with exceptional backgrounds: age, years and kind of employment, military service beyond high school, marriage and child rearing are encouraged to apply for special evaluation of credentials. Special consideration may be given to unique life experience as a basis for entrance to the School.

Geographic Distribution of Students

	Class of 1970	Class of 1971	Class of 1972	Class of 1973
Massachusetts				
Greater Boston	38	42	42	42
Outside Greater Boston	36	29	50	44
Maine	8	6	2	3
New Hampshire	8	3	5	4
Vermont	2	1	1	1
Connecticut	9	7	3	3
Rhode Island	2	6	7	6
New York	7	7	7	6
New Jersey	3	8	6	11
Pennsylvania	3	3	1	2
Delaware				1
Maryland			2	1
Virginia	1			1
North Carolina		1		
Florida		2		1
Alabama	1			
Ohio	1	1	2	1
Illinois				1
Michigan	3	1		
Minnesota		1		
Oklahoma		1		
Nebraska			1	
New Mexico	1	1		
Washington	1			
Oregon			1	
California			2	
Other Countries				
Canada	1	2		
Haiti	1			
Panama		1		
Hong Kong		1		

Expenses

The approximate cost of the program for three years is summarized as follows:

Application Fee	$ 10.00
Pre-entrance Tests	27.00
Tuition	1,400.00
Fees	350.00
Board and Room	1,650.00
Uniforms: women	155.00
men	75.00
Books	192.43
Blue Cross – Blue Shield	420.00
Key Deposit	1.00
TOTAL: women	$4,205.43
men	$4,125.43

(The fees help to support health services, laboratory costs, library, general administration, and student activities. The cost of the Blue Cross-Blue Shield to the student is dependent upon the charge made to the Hospital by Blue Cross-Blue Shield, which may vary yearly. The $50.00 nonrefundable registration fee is credited toward the first year's cost.)

First Year	
Tuition	$ 550.00
Blue Cross - Blue Shield	150.00
*Room and Board	550.00
Books	110.56
Fees	110.00
Key Deposit	1.00
TOTAL	$1,471.56

Second Year	
Tuition	$ 550.00
Blue Cross - Blue Shield	150.00
*Room and Board	550.00
Books	47.54
Fees	110.00
TOTAL	$1,407.54

Third Year	
Tuition	$ 400.00
Blue Cross- Blue Shield	120.00
*Room and Board	550.00
Books	34.33
Fees	130.00
TOTAL	$1,234.33

**Room and board cost does not include periods of vacation or leave of absence. A student remaining in the residence during these periods must pay for meals and a minimal fee for a room.*

Miscellaneous Charges

Certain additional fees may be necessary for some students:

To repeat a course or quarter, with classes and clinical laboratory, the charges will be pro-rated based on the number of hours repeated, and the cost of the courses and related fees.

To repeat or take a specially scheduled examination	$5.00
To be tutored: one student per hour	$5.00
two or more students, per hour, each	$3.50

Students living out of the residences may purchase a student meal ticket which can be used throughout the School year, excluding periods of vacation and leave of absence.

Additional expenses such as travel, recreation, clothing, laundry, and cleaning rest with the individual student.

The School estimates that travel expenses for field trips, for daily trips to and from cooper-

ating hospitals and for meals at these hospitals will cost the second-year student approximately $125.00.

All charges and fees are payable in advance. All checks or money orders should be payable to the School of Nursing, Massachusetts General Hospital. *The School reserves the right to change any costs to the students should conditions warrant it.*

A student is eligible for advancement into the next term or year and for graduation only after all financial obligations to the School have been met.

Those students and parents who desire to pay tuition and fees in installments may arrange to do so with the Director of the School. No interest or carrying charge is levied. All charges for the year must be paid before the beginning of the next year. In the event of a student's withdrawal, payment of the total balance due for the year will be expected.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance; *no refunds of charges and fees can be made.*

Part-Time Employment

It is the policy of the School to advise prospective students to undertake part-time employment only after they have demonstrated their ability to carry academic work successfully.

Paid part-time employment is available on the hospital's patient care units to students in good standing after they have spent an appropriate amount of time in the School. Students may also avail themselves of other work opportunities, on a limited basis, within the policies of the School.

Financial Aid

It is the aim of the Massachusetts General Hospital School of Nursing to make its educational opportunities available to as many qualified students as possible, including those who without financial aid could not meet the full expense of the nursing program.

Financial Aid is offered in the following forms: grants-in-aid, School of Nursing scholarships and

loans, and federal nursing scholarships and loans. These awards are made annually. The Committee on Financial Aid considers each application individually and determines on a basis of need and available funds the form which the award will take.

The grant-in-aid is a form of remitted tuition whereby the student agrees to contribute to the School twenty-five hours for each $100 awarded to him within the School year. Opportunities to work consist of typing, filing, touring hospital visitors, hostessing at teas, and the like.

Application forms for financial aid for entering students and for students already enrolled may be obtained from the office of the Director of the School and should be returned to that office by April 30. Students need not apply for a specific scholarship or loan.

Financial Aid

School of Nursing Scholarship and Loan Funds

The following is a list of scholarship and loan funds established by gift or endowment.

Scholarships

Martha McDowell Carpenter Scholarship Fund, 1966.

William C. and Jessie B. Cox Scholarship Fund, 1962.

Anne Crotty Scholarship Fund, 1961, established in her memory by her sister, Mrs. Helen E. Ward.

Nancy M. Fraser Scholarship Fund, established in memory of Nancy M. Fraser, class of 1914, and for many years health supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglass.

Natalie McLean Keller Scholarship Fund, established in 1965 in memory of the wife of Dr. John Keller, Director of Student Health Services.

Lottie Potts Leland Scholarship Fund, established in memory of Lottie Potts Leland, class of 1910, by her husband, Dr. Ora Miner Leland.
Harriet Willoughby Merriman Scholarship Fund, established in memory of Harriet Willoughby Merriman, class of 1970, by her family.
Nancy E. Mitchell Scholarship Fund, established in memory of Nancy E. Mitchell, class of 1967.
Dorothy Dayton Morgan Scholarship Fund, established in 1961, by Mr. and Mrs. Thomas Toplin and classmates, in memory of Dorothy Dayton Morgan, class of 1945.
Scholarship Fund, established by an anonymous donor, in 1966.
Scholarship Fund, established by an anonymous donor in 1969.
Jessie M. Stewart Scholarship Fund, established in memory of Jessie M. Stewart, class of 1935, Assistant Director of the School of Nursing, by her family, friends, and former students.
Marian Moir West Loan Fund, established in 1916 in memory of Marian Moir West, class of 1899, by her sister, Miss Agnes West.

Federal Scholarship and Loan Funds

Loan:

Federal Loan, Nurse Training Act of 1964, Public Law Act 88-58.

Scholarship:

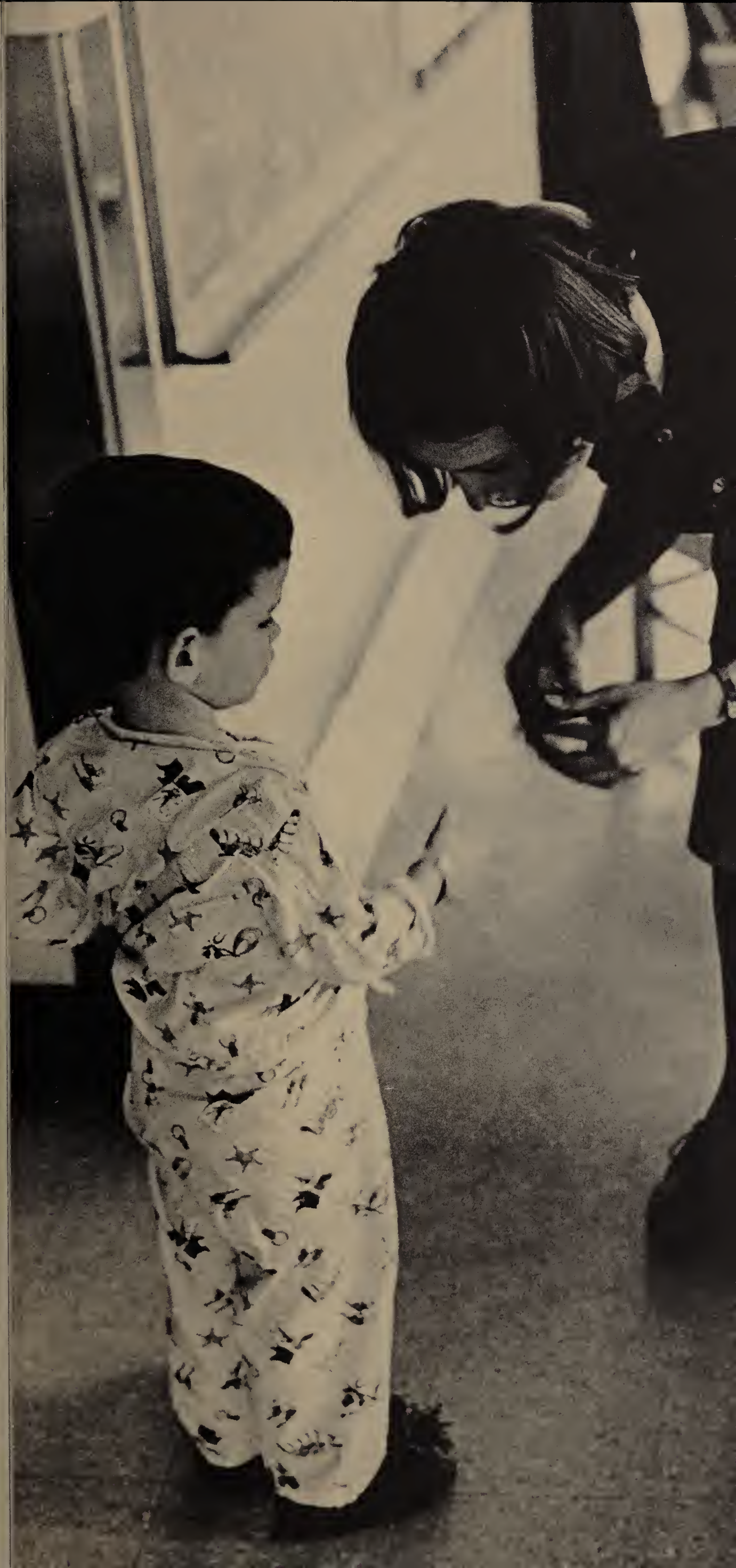
Federal Scholarship, Health Manpower Act of 1969.

Veterans' Benefits

Veterans' Readjustment Benefits Act 1966 provides educational allowances to veterans honorably discharged from the Armed Forces after January 31, 1955, if they have served on active duty more than 180 days.

Armed Services

In the beginning of the second year, students may apply for the Navy Nurse Candidate Program or the Army Student Nurse Program. If selected, the educational costs for the third year will be met and, in addition, a monthly stipend will be received. The obligation would be to serve two years on active duty as a navy or army nurse.



General Information

Attendance

Regular and punctual attendance is expected of all students in scheduled learning experiences whether class or laboratory sessions or observation periods. Students through their contributions and outside preparation share in making learning experiences vital and worthwhile. Failure to attend classes or laboratory periods, for whatever cause, reduces the student's opportunity to obtain maximum value from the course and may affect his achievement.

Students are personally responsible for discussing absences with the teachers of the courses involved, prior to the absence if possible, or immediately upon return. The student must demonstrate that he has met the objectives of every course through selected out-of-class assignments, and through other appropriate methods of evaluation. When absence for any reason results in a loss of experiences or interferes with the ability to meet course requirements and thus necessitates withdrawal from the School, the faculty determines the date of the student's return, his privilege of proceeding with his class in the School, and the method and manner of meeting the course requirements.

Students are permitted limited leave for personal illness. All required courses must be completed and the requirements for State registration must be met.

Classes are held on designated class days. Class periods are 50 minutes in length unless otherwise indicated. Clinical laboratory experience is scheduled for specified days of the week. There are two unscheduled days each week.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods for the School years 1970-1972 are as follows:

FRESHMEN

Two weeks at Christmas time.
Four consecutive weeks in the summer.

JUNIORS

Two weeks determined by course sequence. These vacation periods are scheduled from October through July, depending on the class section to which a student is assigned.
Three consecutive weeks in August for all Juniors.

SENIORS

One week Labor Day week; one week at Christmas.
Commencement will be in June.

Leaves of Absence

Leaves of absence are requested through the coordinator. Leaves of absence which are recommended by the physician or faculty are granted readily if for health. Students are not granted leave of absence to care for sick relatives.

The date upon which a student may return to the School after a leave of absence depends upon the readiness of the student to return, as determined by the faculty and health service, and on his availability at the time when classes or required clinical experience resume.

Withdrawals

Students wishing to withdraw are requested to discuss this with the Director of the School of Nursing. It is usual that the student will have discussed this also with his family as well as other members of the faculty such as the Coordinator, Counselor, Faculty Advisor, Instructor or Supervisor of Student Health. Upon withdrawal a written letter of resignation stating reasons for this decision is necessary.

The faculty may request the withdrawal of students who fail to meet course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and School citizenship.

The faculty of the School of Nursing reserves the right to determine which students shall be eligible for readmission. The decision to readmit a student is made by the faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal

qualifications which might indicate suitability for and success in the program.

Depending on the individual circumstances and the length of time elapsed between leaving the School and readmission, special arrangements for review, for tutoring or for repeating certain parts of the program will be made. The time when a student may reenter is determined by the faculty on the basis of experiences required and the times when these experiences are offered.

Evaluations, Advancement, Graduation

Evaluations by the faculty and by the student himself of his progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher made tests, projects, term papers, oral reports, clinical experience reports, National Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self-evaluation, which is written in conjunction with each clinical experience. In this way, students can and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter. Course grades are announced at the end of the quarter or term in which the course is completed. A progress or grade report is sent to the students and parents or guardians at the end of each quarter in the first year, and once a year thereafter. Supplementary intermediate reports are made as appropriate in terms of schedules and progress of individual students.

The standard of grading adopted by the School is as follows:

A	*Excellent*	4 quality points
B	*Good*	3 quality points
C	*Fair*	2 quality points
D	*Poor*	1 quality point
E	*Conditional Failure*	0 quality point
F	*Failure*	0 quality point

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of two quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation. Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the faculty, are personally fitted to assume the responsibilities of the registered nurse. Students who fail to meet the School standards may, at any time during the program, be placed on warning or be recommended to withdraw. Warning indicates that the student's standing in the School is unsatisfactory and that the student should take steps to improve his standing in order to continue in the program.

Student Personnel Services

The Student Personnel Service plays an important part in the daily life of the student. Realizing that a new life begins for the individual entering a school of nursing the School assumes the responsibility for providing those services that afford a social, physical, and emotional environment conducive to optimum achievement in personal and professional satisfaction and success.

Counseling Services

Shortly after arrival at the School each student will be contacted by one of the four counselors for an initial interview. The counselor will be available to the student for guidance and counseling throughout the student's program. An assigned faculty advisor along, with the teaching faculty, offer academic support and advice, coordinated with the activities of the Counselors. This helps ensure student-faculty relationships which are most favorable to positive guidance and better understanding of the student and his particular needs.

Health Services

Just as the health needs of the student are considered in the overall School program, so is the student encouraged through sound practices in daily living to maintain and improve his own health and to share in the responsibility of protecting the health of others.

A member of the Medical Staff of the Hospital and a Supervisor of Student Health are directly responsible for the care of the health of the students. Consultations with other members of the Hospital Medical-Staff or special examinations are arranged through the Student Health Office when necessary. All of the medical resources of the Hospital are available when needed for student health.

The Student Health Service maintains a daily clinic for students seeking counseling, physical examinations, care and follow-up of illnesses, and guidance and instruction in the establishment of positive health habits. Chest X-rays are taken every six months. There is a regular physical examination each year. Weights are recorded twice a year, with students assuming the responsibility for interim checks. Oral supervision is provided through the Dental Clinic and eye examinations or care through the Eye Clinic in cooperation with the Massachusetts Eye and Ear Infirmary. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet. Students assume responsibility for choosing wisely from the cafeteria menus and for otherwise maintaining healthy eating habits.

Due to the cost of medical care all students are required to carry some type of hospital insurance. They may enroll in the Student Nurse Group Blue Cross-Blue Shield plan which carries the Master Medical Clause. Students may be covered by family hospital insurance plans, but should be sure that their coverage is adequate to meet the needs of hospital costs. Families are financially responsible for any hospital costs that are not covered by their insurance plans.

Residences

Living accommodations in the residences are provided for all students. Men and women freshmen students have an opportunity to select single or double rooms. Women students are assigned to residences according to their year in the School program and assume the responsibility for moving from one residence to another. Men remain in the same residence for the entire program. Students may live out provided the demands for commuting are consistent with good health. Requests to live out are made by filling out forms provided for this purpose. Students living out must be available by telephone. No room is provided in the residence for students who commute except a common dressing room for women.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social, and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program includes speakers on subjects of general interest and various forms of entertainment. The Association promotes student participation in district, state, and national student organizations, sending delegates to local, state, and national meetings.

Within the Association are a student Dormitory Board and Judiciary Board, which relate respectively to residence and disciplinary affairs. The Big-Little Sister and Brother Program, another activity of the Association, plays an important part in student life. Before entering the School, each freshman receives letters of welcome from his or her big and middle sister or brother, a senior and junior student, respectively. These students are available to offer friendship and assistance to the new student in making an adjustment to the School and dormitory.

At various times during the year, teas and other activities provide an opportunity for faculty and students to meet on an informal basis.

The Student-Faculty Relationships Committee, composed of representatives of the two groups, explores areas of mutual concern. There is also student representation on the majority of the standing committees within the faculty organization.

Throughout the year there are several traditional events. These include "Capping," when students change from the student cap to the School cap at the beginning of the third year, the Glee Club's Christmas Candlelight Service, Convocation, Parents' Day for Juniors, Holiday and Spring formals, Senior Week, and Graduation. A yearbook is published by each senior class.

A variety of other seasonal out-of-door activities or social activities are sponsored by various student organization groups throughout the year — sometimes with students from other schools of nursing within the city or state.

In the Boston area or within the Hospital community there are a host of other recreational and cultural opportunities, such as concerts, art festivals, musical and theatre events, museums, cookouts, skating, tennis, badminton, bowling, swimming, sailing, inter-school basketball, hiking, and bicycling.

Health

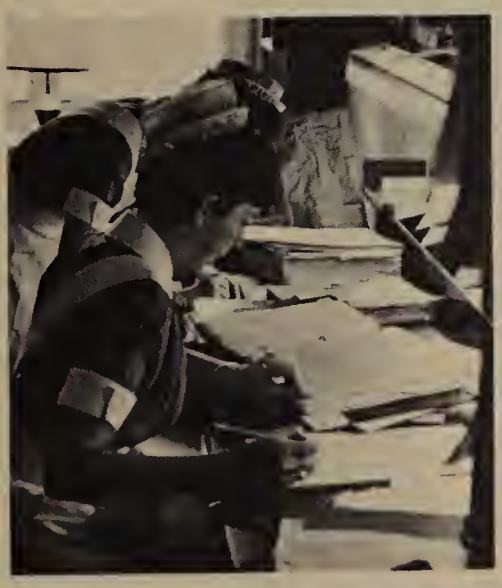
The School of Nursing endeavors to establish a social, physical, and emotional environment conducive to the promotion and maintenance of good physical and mental health. Just as the health needs of the student are considered in the overall school program, so students are encouraged through sound practices in daily living to maintain and improve their own health and to share in the responsibility of protecting the health of others.

A member of the Medical Staff of the Hospital and a Supervisor of Student Health are directly responsible for the care of the health of the students. Consultations with other members of the Hospital Medical Staff or special examinations

are arranged through the Student Health Office when necessary. All of the medical resources of the Hospital are available when needed for student health. There is also an active committee on Student Health. This committee includes the Student Health Physician, members of the Hospital Visiting Staff, School Health Supervisor, a Nutrition Instructor, a Resident Physician, the Student Counselor, a Public Health Nurse Instructor, an Assistant Director of the Hospital, a Psychiatrist, student nurses, and the Director of the School of Nursing.

Marriage

Enrolled students wishing to be married will notify the Director of the School of Nursing. Married students remain in the program if the requirements of the School can be fulfilled.



Programs of Instruction

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce students to health needs of people and help them to recognize and accept their position as a member of the health team in this Hospital, other agencies and broader communities in which they will function as graduate nurses. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgment, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the Hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study implies the two-fold responsibility of the student, that is to make a personal contribution to nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session.

In the freshman year, students begin with the study of the sciences; physical, biological, and behavioral. At the end of the first three quarters each student should have acquired a basic core of chemistry, anatomy and physiology, microbiology and nutrition. In the behavioral sciences

there are observations, study and discussions relating to the community which the Hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing I is taught concurrently with the sciences. For a few hours each week there are planned experiences, guided by the teacher, in patient care areas, devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months. The second semester is devoted to the study and care of adults with medical and surgical disorders. The study of Human Behavior begins in March when the schedule changes to allow for more experience in the clinical setting. For several days each week students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also on the relationship of his illness to the patient's background and experience before entering the Hospital, and resources for meeting his continuing health needs once he leaves the Hospital. Pharmacology, pathology and modified nutrition are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Maternal and Child Nursing is an integrated program: Experiences in the delivery of the infant and the care of the mothers and babies are provided at the Boston City Hospital and Boston Hospital for Women, Lying-In Division. Experiences in the Nursing of Children are provided at MGH. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Psychiatric Nursing. The Special hospitals not only offer exceptional learning

opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year.

At the end of the second year the women receive the senior cap and the men receive a silver bar. The third-year program is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first- and second-year programs where emphasis was on acquisition of knowledge, new techniques and attitudes. The program is planned with objectives which differ in scope and direction and experience, which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility.

Typical Program

	COURSE HOURS	
	Classroom Theory; Laboratories; Conferences; Field Trips	Clinical and Related Laboratory Experiences
First Year		
Human Relations Seminar	20	
Anatomy and Physiology	87	
Chemistry and Pharmacology I	81	
Microbiology	42½	
Nursing	617	394
Social Backgrounds for Nursing	60	
Human Behavior	40	
Nutrition	23	
Second Year		
Maternal and Child Nursing Anatomy and Physiology (genetics)	229	484
First Aid	12	
Psychiatric Nursing	84	369
Nursing Care of the Ambulatory Patient	65	148
Operating Room Nursing	68	150
Third Year		
Group Dynamics and Human Relations Seminar	14	
Professional Adjustments	35	
Nursing III	164	1,000

Course Descriptions

First Year

Nurs. 101: Orientation — Prof. Adj. I

A discussion of topics related to the student's early adjustments to the roles of a nursing student, and to being a member of this School of Nursing and the Hospital of which the School is a part. Explores philosophies and definitions of nursing, their significance and effect upon the preparation, roles and functions of nursing personnel. Some problems and issues confronting nursing and nursing education are identified and discussed along with moral and ethical codes and their relationship to standards of practice and legal controls. Basic principles of nursing jurisprudence are included with particular reference to student roles and responsibilities.

Miss Petzold

Soc. Sc. 161, 162, 163: Human Relations Seminar

A seminar which is held during the first, second and third quarters of the first year. The purpose is to foster personal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse. Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which they share with other young people.

Bio. Sc. 111, 112, 113: Anatomy and Physiology

An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relate directly to class discussions and include dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to correlate scientific principles with clinical nursing.

Miss Gibbons and assistant instructor

Bio. Sc. 121, 122, 123: Microbiology
The microbiology course consists of two parts. Part I includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. Part II of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his own health.

Miss Gibbons, Mrs. Haas

Phys. Sc. 141, 142, 143: Chemistry
Basic chemical principles such as atomic and molecular structure, acid-base chemistry, gas laws, kinetic-molecular theory and a study of those functional groups which are prerequisite for biochemistry are considered. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acidbase balances; and diagnostic laboratory tests. Lectures and laboratory.

Basic Mathematics
A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' system, pharmacological terminology and approved abbreviations are included. Students must demonstrate adequate proficiency in pharmacological calculations in order to advance in the nursing course. Lectures and laboratory.

Soc. Sc. 171, 172: Social Backgrounds for Nursing
By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture – the

learned ways of thinking, feeling, and behaving – in determining methods of meeting universal needs is emphasized for the nurse as well as for the patient. In becoming aware of cultural traits and patterns of others the student may become further aware of his own cultural background.

Miss Sherwin and Nursing Instructors

Bio. Sci. 132: Normal Nutrition

Nutrients in food are studied in relationship to normal adult needs. As these nutrients and food sources are considered the student records and evaluates his own intake. Factors affecting food habits and food fallacies and facts are also included. The course is correlated with chemistry, anatomy and physiology.

Mrs. Fleming and Mrs. Spencer

Nursing 181, 182

Utilizing principles from the biological, physical, and social sciences, a program of correlated theoretical and clinical laboratory experiences enables the student to plan, implement, and evaluate nursing care for adult patients with common medical-surgical disorders.

Fundamentals of Nursing, Pathology, Pharmacology, and Nutrition are included as an integral part of the therapeutic plan.

A patient-centered, problem-solving approach is used with the focus on the care of patients with problems related to selected conditions appropriate to a beginning Medical-Surgical nursing experience.

Miss Brady, Mrs. Jones and Instructors

Soc. Sc. 173, 174: Human Behavior

A study of behavior, efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. Through exploration of situations in classroom, in clinical area, and elsewhere involving interpersonal relationships, the course demonstrates principles of behavior and mechanisms of defense in operation.

Miss Sherwin

Second Year

Nursing 210R: Maternal-Child Nursing

A twenty-four week course, including 1 week vacation, designed to assist the student in devel-

oping a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content which emphasizes the family as the major unit of our society includes the normal growth and development of the child from conception through adolescence, the care of the mother during pregnancy, delivery and the post-partal period, and the care of the well and ill child. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health care. These are planned observations at community facilities related to Maternal-Child Health. Planned instruction is correlated with supervised clinical practice. First Aid is taught concurrently.

Miss Mahoney and Instructors

Nursing 280R: First Aid

This ten-hour course, taught concurrently with Maternal and Child Nursing is designed to help the student learn to function as an efficient first aider: one who is able to promote good safety attitudes and practices, as well as to give care to the victim of an accident or sudden illness when a physician is not immediately available. Upon his satisfactory completion of the course the student receives a standard First Aid Certificate from the American Red Cross.

Certified Red Cross
First Aid Instructors

Nursing 230R: Psychiatric Nursing

A course designed to further the student's knowledge of basic concepts of mental health and mental illness, with the primary focus on the understanding of behavior through effective nursing process and therapeutic use of self in order to provide constructive experiences for the patient.

Miss Sherwin and Instructors

Nursing 240R:
Nursing Care of the Ambulatory Patient
A six-week experience which focuses upon identifying and planning to meet the needs of the patient who comes to the Clinics. The role of the nurse as a health teacher is emphasized in relation to the patient, family and the community. During this experience the student has an opportunity to participate directly with many of the health team members, such as the social worker, doctor, head nurse and nutritionist. There are field trips and planned observations within the community to build upon classroom theory of community health nursing, community health organization and health education.

Miss Grady and Instructors

Nursing 290R:
Nursing Care of the Patient in Surgery
A six-week course planned to present the operating room experience as an integral part of the nursing care of the patient who has surgery. The course is designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient with emphasis on the application of the principles of aseptic technique in rendering this care. Theoretical content is correlated with clinical experience in the areas of general, orthopedic, urological, neurosurgical, gynecological, thoracic and cardiovascular surgery.

Miss Cahill and Miss Boswell

Third Year
Soc. Sc. 360: Group Development and Human Relations Seminar
The unit on Group Development is designed to help each student gain greater knowledge, improved skills and deeper appreciation of psychosocial principles, the dynamics and effective use of the group discussion approach in teaching tasks and assignments.
Through methods of group discussion, the Human Relations Seminars facilitate self-growth and the development of a sense of professional identity crystallized by the senior year experience. Half the groups are conducted by the use

of the "Encountertapes." In a controlled experiment, the remaining groups are conducted by leaders using essentially the same approach, but with the flexibility of intervention affected by their presence in groups.

Nursing 301, 302: Professional Adjustments

This course has three units. The first two are intended to develop a perspective of nursing in the framework of present-day society and social trends, to explore practices and attitudes which at various periods have affected the sick and their caretakers; and to explore the development, changing structure, and purposes of nursing organizations; issues and trends in nursing; legal considerations and legislation pertaining to nursing.

In the third unit the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

Miss Sherwin, Miss Petzold,
Miss Hardeman and other Instructors

Nursing 381, 382, 383: Nursing III

This unit, divided into three terms, planned to provide the student with varied round-the-clock learning experiences which will enable him to assess, plan, administer, and evaluate nursing care for patients. He moves progressively toward the level of independence, awareness, ability, and judgment expected of a beginning graduate in various types of hospitals, extended care facilities, and in clinics and doctors' offices, including direct patient care or planning for and guiding auxiliary workers giving patient care under her direction.

Mrs. McMahon and Instructors

Administration and Faculty

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Dr. Daniel S. Ellis
Dr. Robert Ganz
Miss Mary MacDonald
Mrs. Marilyn Prouty
Dr. Earle W. Wilkins, Jr.
Mr. Jimmy A. Young
Dr. John H. Knowles, *General Director*
Miss Natalie Petzold, *Director of the School of Nursing*

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Miss Natalie Petzold
Mrs. George R. Rowland
Miss Marguerite M. Ryan
Miss Marian Spencer
Dr. John D. Stoeckle
Mr. Jimmy A. Young

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Mrs. Lloyd D. Brace
Mrs. Robert Homans
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Mrs. Thomas Motley

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MYRTLE HIBBARD	Supervisor, Residences

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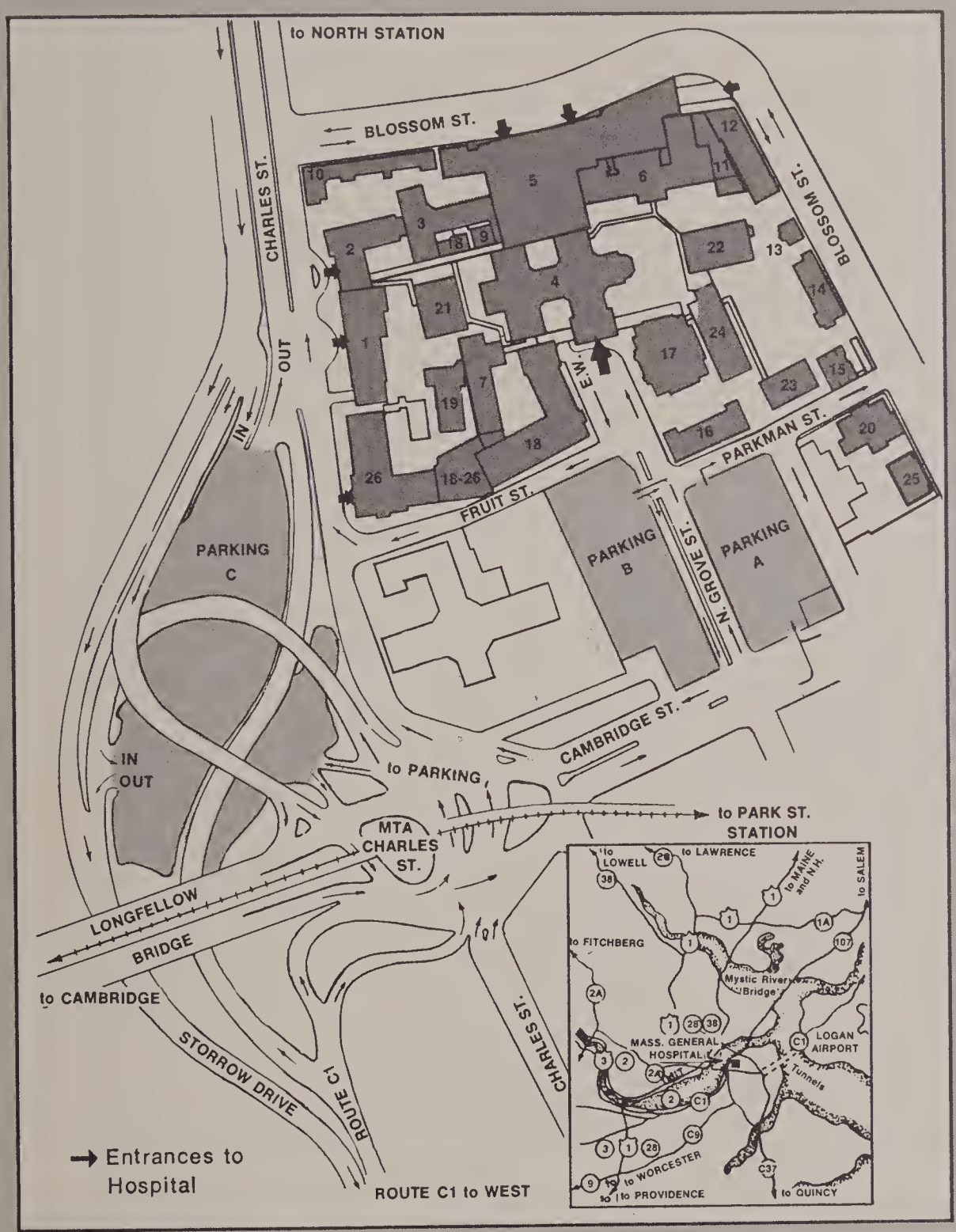
MASSACHUSETTS GENERAL HOSPITAL



1. Phillips House
2. Warren Building
3. Baker Memorial
4. George Robert White Building
5. Surgical & Special Services Bldg.
6. Bulfinch Building
7. Vincent Memorial Hospital and Burnham Memorial for Children
8. Coffee Shop
9. Chapel
10. Thayer House
11. Cardio-Pulmonary Laboratories
12. Research Building
13. Resident Physician's House
14. Bartlett Hall
15. Dormitories
16. Walcott House
17. Moseley Building
18. Clinics
19. Rehabilitation Building
20. Sleeper Hall, School of Nursing
21. Temporary Building No. 1
22. Temporary Building No. 2
23. Temporary Building No. 3
24. Temporary Building No. 4
25. Child Psychiatry
26. Massachusetts Eye & Ear Infirmary

Massachusetts General Hospital School of Nursing

Boston, Massachusetts 02114